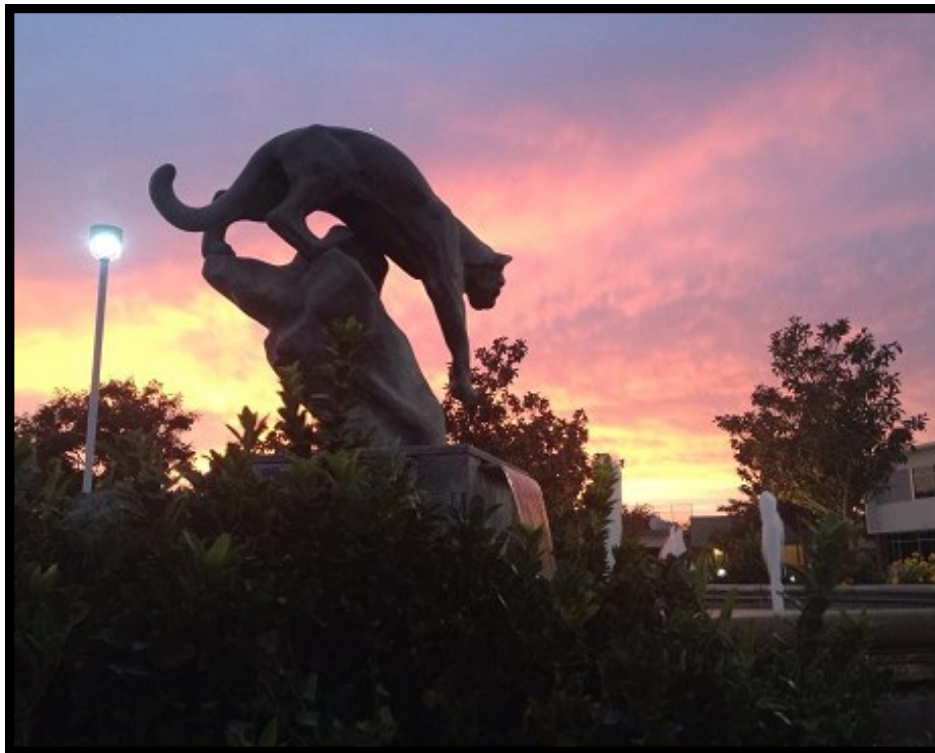




TAFT COLLEGE

**2015 Accreditation
Quick Notes**



Taft College

Mission Statement: 2014



Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Our Values

- 🐾 Students and their success
- 🐾 A learning community with teaching excellence
- 🐾 An environment conducive to learning, fairness, dialogue, and continuous improvement
- 🐾 A communicative, collaborative, collegial, and respectful culture
- 🐾 A partnership of students, faculty, support services, and community
- 🐾 Innovation, diversity, creativity, and critical thinking
- 🐾 Academic, financial, personal, and professional integrity
- 🐾 Employees and their professional development
- 🐾 A transparent, accessible, participative governance structure

Institutional Plans can be found at <http://ct-prod-wp.taftcollege.edu/iarp/planning/>.

The Educational Master Plan and outlines the following recommendations:



Student Learning/Success

- Enhance the balance among transfer level courses, CTE programs and basic skills.
- Use data to identify patterns of demand to inform schedule building to support student goal completion.
- Regularly evaluate data on trends/patterns of enrollment and modes of delivery, and develop schedules that support student success.
- Strengthen the campus wide culture that fosters and supports student success and completion. Everyone is a “completion specialist.”
- Strengthen the comprehensive faculty development program to foster best practices.
- Improve retention and student success.
- Utilize student learning outcome data to measure and improve student learning.
- Ensure educational offerings meet student, community and industry needs.

Access

- Implement an enrollment management plan which is responsive to demographic and economic trends.
- Expand outreach and research activities targeting high school students, underrepresented groups and growing segments of the West Kern County population.
- Determine which student segments are growing or could grow if the College were funded for growth.
- Collaborate with educational partners to align coursework and to create pathways to current and potential new programs.

Business/Industry/Community

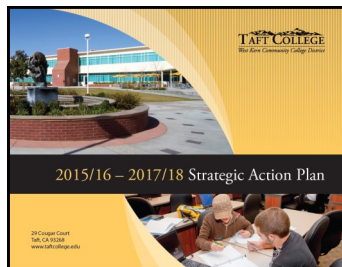
- Continue to be the “hub” of industry and culture for the city of Taft.
- Collect and analyze data on the emerging and ongoing needs of industry (labor market demands).
- Expand and strengthen relationships with industry for job placement and learning opportunities.
- Expand support from partners for broad-based educational programs including non-CTE programs.

Facilities and Infrastructure

- Analyze current facilities usage for efficiency and maximize use of existing space.
- Overcome lack of physical space and land.
- Explore purchasing/donation of land (off campus) to support educational programs.
- Explore concept of shared space with educational/business partners.
- Explore with business and industry, opportunities to partner on development of facilities and equipment to support educational programs.
- Ensure Facilities and Technology Master Plans are informed by the Educational Master Plan.

Institutional Planning/Effectiveness

- Strengthen the pervasive, comprehensive, integrated planning cycle in which data drives decisions and decisions result in actions.
- Annually, evaluate and update the focused research agenda.
- Develop a centralized and standardized process to provide consistent data to enhance decision-making.
- Ensure student learning outcomes drive program development and planning.
- Develop data portfolios of actionable information that support student learning, access, success, and institutional effectiveness.
- Establish a comprehensive staff development program based on best practices and new technologies.



Specific Goals can be found in the 2015/16 – 2017/18 Strategic Action Plan at:

http://ct-prod-wp.taftcollege.edu/iarp/download/brandy%27s_files/SAP_new.pdf

What is Accreditation?

Accreditation is a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Community and Junior Colleges, ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

The Accreditation Process

ACCJC member institutions agree to undergo an educational quality and institutional effectiveness review every six years to determine whether they are meeting the established Eligibility Requirements, Accreditation Standards, including the federal requirements and Commission policies, and that they are engaged in sustainable efforts to improve educational quality and institutional effectiveness. The review process includes four steps: 1) internal evaluation (institutional self evaluation), 2) external examination (site visit), 3) Commission review and accreditation action, and 4) continuous institutional improvement.

1. The accreditation process starts with an institutional comprehensive self evaluation process wherein the institution conducts an evaluation of itself against the requirements stated above and in terms of its stated institutional mission and goals. The outcome of the institutional self evaluation process is a written analysis, a Self Evaluation Report of Educational Quality and Institutional Effectiveness, which is submitted to ACCJC.



2. The Commission appoints a team of trained, external, peer reviewers to conduct an external evaluation of a particular institution. All members of the External Evaluation Team are selected on the basis of their professional expertise in higher education, areas of specialization, and the unique characteristics of the institution being reviewed.

The External Evaluation Team examines the Institutional Self Evaluation Report, visits the institution as assigned, writes an External Evaluation Report that determines the institution's compliance with Eligibility Requirements, Accredita-

tion Standards and Commission policies, and other requirements, makes recommendations for improvement, and commends excellent practice when appropriate. The team report also includes a confidential recommendation to the Commission on the accredited status of the institution. The External Evaluation Team submits its External Evaluation Report to the Commission after the institution's CEO has been given an opportunity to correct any errors of fact.

3. The Commission evaluates the Institutional Self Evaluation Report, the External Evaluation Report, and the college accreditation history and makes a decision on the accredited status of the institution. The Commission may also provide the institution with additional recommendations and direction for improvement. The Commission meets in January and June of each year. Commission decisions are communicated to the institution via an action letter and are made public through Commission announcements. When the institution has received the Commission action letter, it is required to release and share the External Evaluation Report and the Commission action letter with the college community and the public.
4. As part of the ongoing process of accreditation, each institution is expected to continuously assure the quality of its educational programs and services as well as address the recommendations provided in the External Evaluation Report.

Site Visit (September 28—October 1, 2015)

The External Evaluation Team is responsible for conducting a site visit to verify the information provided in the Institutional Self Evaluation Report and assess whether the institution meets Eligibility Requirements, Accreditation Standards, and Commission policies.

The Commission expects key administrators and officers and campus personnel to be on campus during the time of the site visit in order to meet, as necessary, with members of the External Evaluation Team.

- Team members will typically meet with the chief executive officer, administrators, department heads, program coordinators, faculty, members of the governing board, students and persons with substantial responsibility for producing the Institutional Self Evaluation Report.
- Team members may also attend meetings of the governing board and other campus committees.
- The Team will also conduct open meetings for members of the college community to attend in order to provide broad access to the team during the site visit.
- All campus programs and campus sites will be visited by the team including distance education courses and student learning support services for review.

On the final day of the site visit, the Team Chair meets with the college's CEO and later, with the members of the institution to present the team's exit report. The exit report should not be filmed or recorded. The purpose of the exit report is to share brief observations, comments and major findings based on the team's evaluation of the Institutional Self Evaluation Report, supporting materials and observations made during the visit.

For more information about accreditation processes visit ACCJC website—<http://www.accjc.org/>.

What to Expect During the Site Visit

- The Site Visit is an opportunity for Taft College to demonstrate the educational quality, college values and the overall effectiveness of our institution. We are proud of Taft College and the success of our students. Share openly with the team what makes us special and how we measure our success by the students we serve.
- If you receive a request for an interview, please be on time and well prepared to speak to members of the team. If the team is running behind schedule, please be patient. The data gathered during the Site Visit is critical in developing the visiting team's understanding of Taft College and its processes.
- If you receive a request for information, please be sure to process the request as quickly as possible.
- Please don't be shy! When you see members of the visiting team on campus, please go up and introduce yourself. Share your Taft College pride!

Site Visit

Monday, September 28 – Thursday, October 1, 2015

Team Members expect to be on campus Tuesday,
Wednesday and Thursday.

We will share bios and photos of the team as soon as they are available.

Team Chair
Dr. Kevin Trutna
Superintendent/President
Feather River College

2015 Self Evaluation Report Summary

The 2015 Self Evaluation Report and supporting documents are online at <http://ct-prod-wp.taftcollege.edu/iarp/accreditation-2015/>. Recent developments since the writing of the Self Evaluation Report are found in an Addendum on the same site. The Self Evaluation Report is the work of over 60 faculty, staff, students and administrators who actively participated in the accreditation self evaluation process.

Introduction

The Introduction details the changes that have taken place since the last accreditation site visit in 2009. The College offers 47 Associate Degrees and 48 Certificates, and served 2668 Full Time Equivalent Students in 2013/14. The diversity of the students served by Taft College has grown. Since 2008-2009, Taft College's student population has continued to become more ethnically diverse with Hispanic students making up 47 percent and White students making up 38 percent of the population in 2008-2009 and changing to 54 percent and 32 percent, respectively, by 2013-2014. The College has also changed with the modernization of facilities, the construction of new buildings, and the addition of new faculty, staff and administrators.

Standard I Institutional Mission and Effectiveness

- Through a collaborative process in 2014-15, the College reviewed, analyzed and updated its Mission, Vision and Values statements which define the College's broad educational purpose, its intended student population and its commitment to achieving student learning. The mission is the foundation of all College plans.
- The Mission Statement, as expressed in Board Policy 1200, was approved by the West Kern Community College District Board of Trustees in January 2015. The College also used a collaborative and inclusive process to develop a new Educational Master Plan, new Strategic Action Plan, new Technology Master Plan and an updated Facilities Master Plan. All plans are linked and relate back to the mission of the College.
- Through its governance structures and processes, the College maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. These processes result in recommendations that lead to decisions that are designed to improve student learning and institutional effectiveness.
- Institutional effectiveness is achieved through gathering of data about student learning, analyzing this data in the context of institutional dialogue and discus-

sion, and implementing systematic, evidence-based change to improve student learning. Since the last accreditation the visit in 2009, the College has created new committees to lead these processes.

- Institution-wide plans as well as program plans are informed by data and establish goals that are designed to lead to improvement at both the institution and program level. Planning processes are evaluated to determine if they are effectively meeting the needs of the institution, and improvements are made as a result of this evaluation.

**Standard II:
Student Learning Programs and Services**

- All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- The College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- Taft College offers various delivery systems and modes of instruction to meet the objectives of the curriculum and the needs of the College's diverse students.
- The College identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The College is continuing to strengthen its culture of authentic assessment – using fewer and more relevant SLOs, and developing an integrated planning timeline to ensure that SLOs are systematically developed and assessed.
- BP 4020 and AP 4020 have established procedures to design, approve, administer, deliver, and evaluate courses and programs. The College recognizes and identifies the critical role of learning outcomes and the role of faculty for providing quality instructional courses and programs.
- Taft College maintains high-quality instruction and appropriate breadth, depth, rigor, sequence, time to completion, and synthesis of learning across all programs through a range of programs and processes. The program review process promotes a culture of reflection, inquiry, and improvement. Faculty professional development programs promote the continual improvement in high quality instruction.
- Taft College evaluates courses and programs through ongoing systematic review during the annual program review process. The program review process

analyzes each course and program to determine the currency, relevance, appropriateness, achievement of learning outcome, and future program needs.

- When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
- Taft College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
- The College establishes and maintains board policies regarding academic freedom, student conduct, and ethical behavior.
- The College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. Taft College designs, maintains, and evaluates counseling and academic advising programs to support student development and success.
- The College evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.
- The College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The librarian works with instructional faculty to select collection materials that meet the learning needs of students.

Standard III: Resources

- The College employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, Taft College demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
- The College assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Facilities planning is integrated with the Educational Master Plan to assure that the

campus facilities support student learning.

- Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. The College has developed processes to ensure that the needs of the college's learning, teaching, communications, research and operational systems are the basis for decisions regarding technology.
- Technology planning is integrated with institutional planning. The College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.
- Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.
- When making short-range financial plans, Taft College considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
- Taft College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

Standard IV Leadership and Governance

- Taft College recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
- The College has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. Administrative procedures have been developed and implemented which further delineate participation in local decision-making. The Governance Guide developed in 2014/15 provides a detailed description of participatory governance structures and processes.
- The College relies on faculty, its academic senate or other appropriate faculty

structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services. Over the past two years, there has been an increasing focus on establishing committee charters as a means of describing the purpose of each committee and its role in supporting student learning.

- The College has established policies and procedures that are used to gather input on important institutional planning and decision making in areas related to educational planning, strategic planning, and facilities planning.
- The College's primary participatory governance structure includes the Governance Council and its associated committees. The work of the Governance Council is supported by its Strategic Planning Committee, the Budget Committee, the Campus Safety and Security Committee, the Information Technology Committee, the Success Committee and the Access Committee.
- The governance processes are evaluated on a regular cycle and improvements are made to promote institutional effectiveness.
- Board policies demonstrate the Board's role in ensuring the quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the College.
- The Board establishes policies consistent with the College mission statement to ensure the quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them.
- The Board adheres to a clearly defined policy for selection and evaluating the chief administrator for the College. Board Policy 2430 establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. The Superintendent/President was last evaluated in May 2015.
- The Board established and routinely implements a policy on self-evaluation. The Board's most recent self-evaluation was conducted in August 2015.

August 2015 Letter from ACCJC:

Taft College received a letter from the ACCJC dated August 13, 2015, which was focused on concerns in two areas: (1) career-technical education institution-set standards for licensure examination passage rates and job placement rates, and (2) student learning outcomes practices especially in regards to the percentage of courses and programs with ongoing assessments. The letter provided recommendations as to the evaluations of job placement rates, licensure examination passage rates, and SLO Assessment.

Taft College has responded to this letter by acting to implement the recommendations and incorporate the resulting activities into existing practices as quickly as possible not only to meet the ACCJC standards, but to exceed them in such a way as to provide robust, sustainable practices leading to the improvement of student achievement and student learning.

The issues raised in the ACCJC letter of August 13th have been widely discussed by the Academic Senate, the Governance Council and the Strategic Planning Committees. The Strategic Planning Committee is in the process of preparing a response to the ACCJC by October 15, 2015.

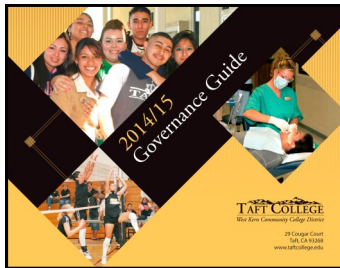
The issues outlined in the August 2015 letter from ACCJC have also been addressed in the Accreditation Self Evaluation Report Addendum issued on September 21, 2015. This Addendum has been sent to the Site Visit Team and to ACCJC. It is also available on the Accreditation website. You can review the full version of the 2015 Self Evaluation Report, the Addendum, all evidence, accreditation reports and information on the Accreditation website located at:

<http://ct-prod-wp.taftcollege.edu/iarp/accreditation-2015/>

(See Following Page for Important Resources)

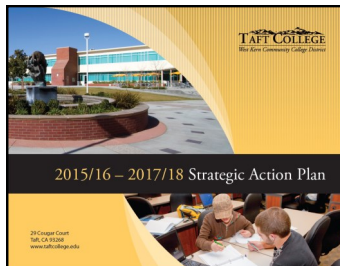
Important Resources:

The Taft College Governance Guide



[http://ct-prod-wp.taftcollege.edu/iarp/download/brandy%27s_files/Governance%20Guide%2009-14-15\(2\).pdf](http://ct-prod-wp.taftcollege.edu/iarp/download/brandy%27s_files/Governance%20Guide%2009-14-15(2).pdf)

The Taft College Strategic Plan



http://ct-prod-wp.taftcollege.edu/iarp/download/brandy%27s_files/SAP_new.pdf

The Taft College Planning Guide



http://ct-prod-wp.taftcollege.edu/iarp/download/Taft_College_Planning_Guide_2015.pdf

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